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ELED 310

Week #2

Primary Sources and Disciplined Inquiry

# Activity 1- The Constitution in Action: Article I

Teaching and Learning must have Purpose:

This activity is designed to prepare students for the [Constitution-in-Action Lab](http://www.archives.gov/nae/visit/learning-center/learning-center-lab.html) at the National Archives in Washington, DC.

Learning Means In-Depth Understanding:

Students will analyze the Oaths of Senators for the Impeachment Trial of William Jefferson Clinton to identify how the document demonstrates Article I, sections 1-7 of the Constitution in action. Students will also select a big idea of the Constitution that is contained within the document.

Instruction Must Build on Students' Prior Knowledge:

Complete The Big Ideas of the U.S. Constitution activity if you have not done so review the answers as a class.

People Learn Through Disciplined Inquiry:

Hold a class discussion, allowing time for each group to identify and describe their document, quote the actual wording of the Constitution from the article and section they identified, and identify and explain the big idea.

Teaching Means Scaffolding:

Ask the students key information by answering the questions: who, what, when, why, where and how?, How does the article connect to Article 1, section 1-7, and what big idea is contained in this document.

Constructive Assessment:

Use the activity The Constitution at Work as an assessment.

Activity 2- Birth of the Environmental Protection Agency

Teaching and Learning must have Purpose:

Students will be challenged to speculate what kinds of legislation Congress passed during the early years of the EPA.

Learning Means In-Depth Understanding:

Students will analyze photographs taken as part of the United States Environmental Protection Agency’s (EPA) DOCUMERICA project. They will identify the environmental issues facing the United States in the early 1970s, and speculate what legislation and regulations Congress and the EPA would have passed and enforced based on the state of the environment as documented in the photos.

Instruction Must Build on Students' Prior Knowledge:

Students will be provided with background information on the birth of the EPA and Documerica Project.

People Learn Through Disciplined Inquiry:

After students explore the EPA’s website, conduct a class discussion based on the regulations passed or not passed.

Teaching Means Scaffolding:

Have the students look at the Laws and Executive Orders for discussion points for why some issues may not have been explicitly addressed and about the role of the EPA as a federal executive agency rather than a law-making body.

Constructive Assessment:

Have the students’ document sites (google earth) from the original photographs in Documerica Project and present what has changed.